

**LEARNING STRATEGIES USED BY SUCCESSFUL CHINESE LEARNERS
IN ENGLISH AS A FOREIGN LANGUAGE**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by:
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**LEARNING STRATEGIES USED BY SUCCESSFUL CHINESE
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Has been accepted on
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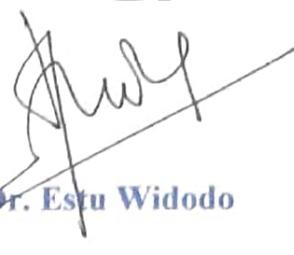
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Hereby, declare that :

1. The thesis entitled : **LEARNING STRATEGIES USED BY SUCCESSFUL CHINESE LEARNERS IN ENGLISH AS A FOREIGN LANGUAGE** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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Malang, 24 June 2020

The Writer,



MOTTO AND DEDICATION



*“If someone seeks for knowledge,
It will appear on his face, hands and tongue
And in his humility to Allah”
(Hasan Al-Basri)*

I dedicated this thesis to:

My Parent, husband, and daughter

ACKNOWLEDGMENT

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This thesis is expected to be useful for readers and might be used as reference by the next researcher to conduct similar study related to learning strategies. May Allah give his blessing to all of us and reward with the goodness and guide to the right path.

Malang, 15 June 2020

The Writer,



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LEARNING STRATEGIES USED BY SUCCESSFUL CHINESE LEARNERS IN ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This study aims to investigate learning strategies are used by successful Chinese learners in EFL. It is based on the fact that learning strategies is needed to be applying to not only enable Chinese learners to learn EFL effectively and efficiently but also independently to lead successful learning. In addition, a number of previous studies had highly recommended the application of learning strategies especially for learners from non-native country.

It was qualitative study in which the data were taken from interview and observation result. Semi structured interview were employed to gain the data from Chinese learners. It was also supported by parents and teacher's interview to make the data more reliable and valid. There were nine Chinese learners in Surabaya Grammar School (SGS) and two were taken based on specific criteria to be the subject of the research. Then both of them were investigated about the reason and how they applied the learning strategies.

The result showed that since both successful Chinese learners were un-confidence and had applied the background technic from their first language (Mandarin). They used types of learning strategies that allowed them to work by themselves. They were cognitive & metacognitive strategies. The way they applied those strategies by repeating, note taking, etc. Then it was continued by other types of learning strategies that emphasized in interacting with others to develop their confidence more in using English by discussing, participating, etc.

Keywords: Learning Strategies, EFL, Chinese learners

STRATEGI PEMBELAJARAN PADA PELAJAR CINA TERHADAP BAHASA INGGRIS SEBAGAI BAHASA ASING

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ABSTRAK

Penelitian ini bertujuan untuk menganalisa strategi pembelajaran yang digunakan oleh pelajar cina pada bahasa Inggris sebagai bahasa asing. Hal ini berdasarkan fakta bahwa strategi pembelajaran perlu untuk diaplikasikan bukan hanya untuk memungkinkan pelajar Cina untuk mempelajari bahasa Inggris sebagai bahasa asing secara efektif dan efisien tetapi juga secara mandiri untuk menuju pada pembelajaran yang berhasil. Selain itu, sejumlah penelitian sebelumnya juga sangat merekomendasikan pengaplikasian strategi pembelajaran khususnya untuk pelajar yang bukan berasal dari Negara asli.

Penelitian ini menggunakan pendekatan kualitatif yang mana datanya diambil dari hasil wawancara dan observasi. Pertanyaan yang tidak terstruktur digunakan untuk mendapatkan data dari pelajar Cina. Penelitian ini juga didukung oleh wawancara dengan orangtua dan guru agar lebih lebih terpercaya dan valid. Ada Sembilan pelajar Cina di Surabaya Grammar School (SGS) dan dua diantaranya diambil berdasarkan kriteria spesifik sebagai subjek penelitian. Lalu keduanya dianalisa terkait tipe strategi pembelajaran tertentu yang mereka aplikasikan dan alasan dalam menggunakannya.

Hasil penelitian ini menunjukkan bahwa kedua pelajar Cina tidak percaya diri dan memiliki latar belakang teknik dari bahasa pertama mereka (Mandarin). Mereka menggunakan tipe strategi pembelajaran yang mengizinkan mereka untuk bekerja dengan diri mereka sendiri. Strategi pembelajaran itu adalah kognitif dan metakognitif. Cara mereka mengaplikasikan strategi ini adalah dengan pengulangan, mencatat, dll. Lalu dilanjutkan dengan tipe pembelajaran yang menekankan pada interaksi dengan orang lain untuk lebih mengembangkan kepercayaan diri mereka dalam menggunakan bahasa Inggris dengan berdiskusi, berpartisipasi, dll.

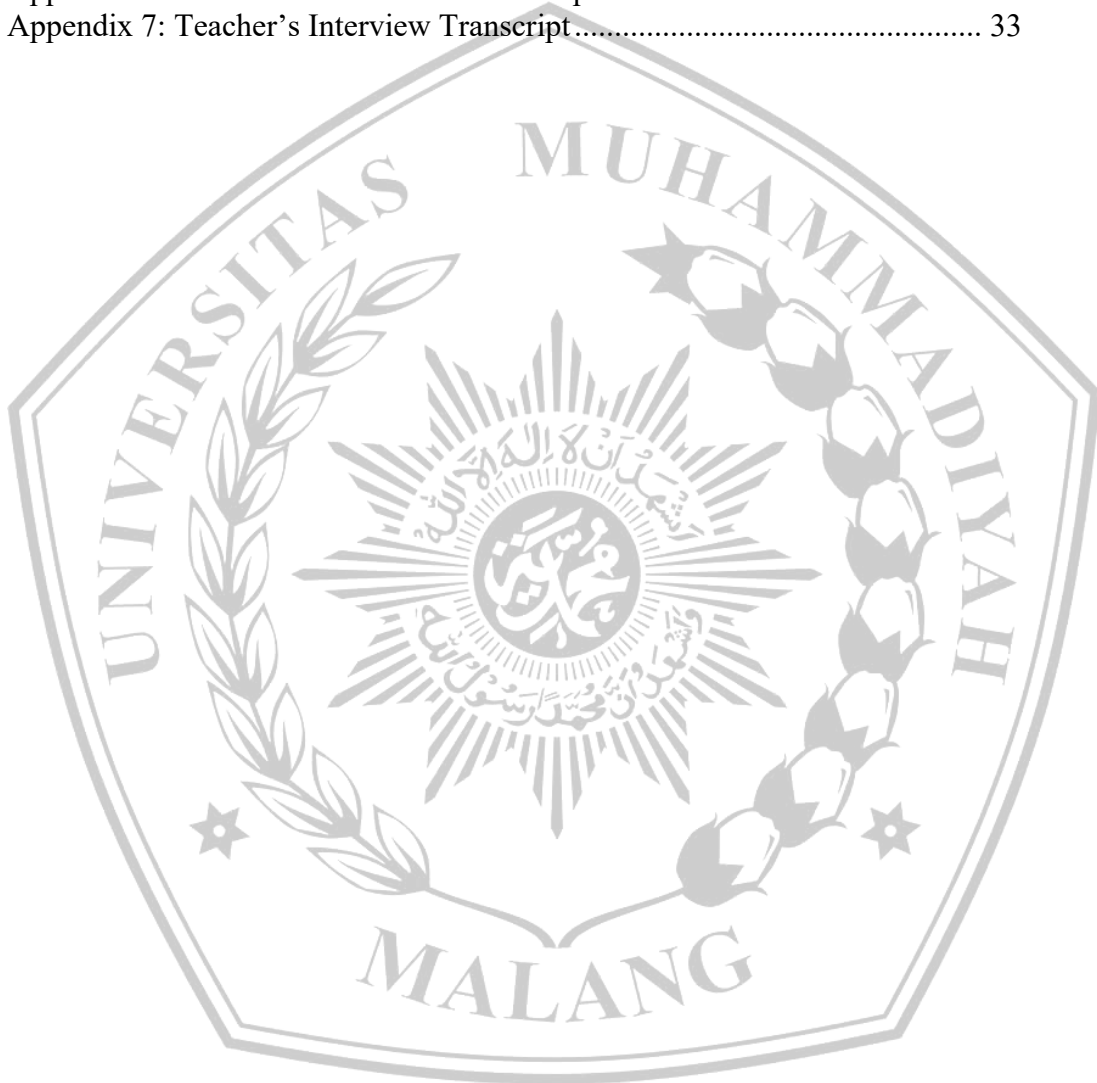
Keywords: Strategi Pembelajaran, Bahasa Inggris sebagai bahasa Asing, Pelajar Cina

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INTRODUCTION

Many private schools develop themselves into "International" either "National Plus" school as the other level movement from the old school system. These kinds of schools are widely spread in a lot of big cities in Indonesia, such as Surabaya. Since the National Plus school is based on international standards, the government gives a chance to adjust the international curriculum to develop education quality (Rinaldi & Saroh, 2016). They are allowed to create their own ideal system by combining government supervision with International curriculum standards, both teaching and learning method. The international curriculum standard uses a foreign language, especially English and other languages, like Mandarin in the teaching and learning process. The curriculum keeps changing, with new learning. Rinaldi & Saroh (2016) said that National Plus School tends to use student centers adapted from western teaching styles rather than teacher centers like what conventional schools do. Students in the National Plus School demand to be active in participation and creative in the learning process. It is different from conventional schools where learners only sat, read, and wrote.

The number of Chinese family expatriates to live and work in some big cities in Indonesia gets increased year by year. Therefore, cities are dominated by Chinese immigrants. The data obtained by Pallawagu et al. (2017) taken from the Ministry of Manpower and Transmigration show that in 2010, expatriates came from China (11,458 people) more than Japan (7,135), South Korea (4,437), Malaysia (3,688), Thailand (3,606), Australia (3,491), United States (3,307), United Kingdom (2,851), Philippines (2,675). In 2011, the number of foreign workers from China was (16,149 people) over Japan (10,927), South Korea (6,520), India (4,991), Malaysia (4,957), United States (4,425), Thailand (3,868), Australia (3,828), Philippines (3,820). From this expatriate number's data, we can see that increasing expatriate children following their parents to immigrate to Indonesia also increase. This kind of situation also affected the school's need to use English as the instruction to fulfill this kind of family facing the global environment increase. Expatriates family use English to assist them in communicating among countries they stay whether at work or not. As reported by China.org.cn (2015), Kan & Adamson (2010), Women of China (2013), the growth of

the middle class in China, support Chinese parents to send their children for international education. Nonetheless, the basic English language proficiency of expatriates is still far from the standard. It is caused by the varieties of English in some non-English speaking countries. One of the varieties is Chinese English. It is a challenge for teachers and learners to move from China English to Standard English. Cong (2012) revealed that Chinese learners have low English competence at school, parents cannot help their school work, and they also need to adjust social and culture in their host country. Another challenge comes from Chinese learners in learning English. Palmer et al. (2006) indicate three educational differences in learning styles, teacher/student-centered teaching, and explicit/implicit learning. Chinese learner tends to memorize many facts in their language, which is opposite to western learning styles. By this difference, a teacher should be aware that Chinese learners do not only need to memorize vocabulary and grammar but also how to construct new language patterns opposite from their L1. It is puzzled them in writing and speaking. Chinese learners for instance, face difficulties in comprehending relative clauses as the sentence structure differs in regard to the modification position in English and confusion while writing or speaking (Lin&Cuang, 2014).

Then, some researchers also found that this kind of situation affected Chinese learners' way of learning English. They tend to less confidence and being unwilling to participate in in-class activities. Chinese learners are lack of opportunity to use English for communicative purposes and their lack of English proficiency and confidence (Jackson, 2002; Liu & Littlewood, 1997).

Regarding the obstacles that Chinese learners faced, learning strategies are needed to be applied. English teachers should be aware of Chinese learners' behavior to lead them to proper learning strategies. Oxford (2002) also argued that using language learning strategies makes learning quicker, easier, more effective, and more fun. Some researcher defines the learning strategies types. According to Oxford (1990), Classification of Language Learning Strategies divided into two broad categories, direct and indirect strategies. Under either class, there are three

subcategories: memory, cognitive, and compensation belonged to the direct class; metacognitive, affective, and social belonged to the indirect class.

Lee (2003) et al. explained that the use of language learning strategies leads to better achievement in learning a new language. Learners learning strategies must be considered to recognize and identify students' in order to support less successful students to achieve their goal of mastering the English language. Since many Chinese learners are successful in applying learning strategies in learning English, researcher needs to dig deeper into it.

The researcher will conduct research at Surabaya Grammar School (SGS) as this school used English as the main language and also Mandarin in teaching and learning process, so it is important to know how successful Chinese learners able to acquiring English better.

Research Questions:

1. What are the reasons for Chinese learners to choose certain learning strategies types?
2. How do Chinese learners apply their learning strategies?

LITERATURE REVIEW

Learning Strategies

Naturally, language learners will take some ways or strategies to help themselves, especially when they face any difficulties. The strategies determine by their awareness, which they think compatible with them. Cohen (1990, p.4) declared that learning strategies are the process of learning the target language, which consciously chosen by learners to help them learn a language. It can be through memorizing and applying the target language. Oxford (1990, p.8) stated that specific actions taken by learners to make their learning faster, easier, more effective, and enjoyable in learning target language are learning strategies. Any strategies chosen by the learner aims to help them learn language swiftly, simple but also comfortable. In sum, the purpose of having vulnerable language learning for their selves.

Types of Learning Strategies

There are five types of learning strategies defined by Oxford (1990) as mentioned below;

1) Cognitive Strategies

This strategy refers to the process of learning a language by gaining the learner's basic knowledge through experience and thought to generate new knowledge. This strategy works by reasoning, analyzing, or checking dictionary to find difficult words, note-taking, outlining, and drawing conclusions. For example, a learner drilling himself in new vocabularies by apply it in sentence to help him easier to memorize and understand them.

2) Metacognitive Strategies

Planning target language schedules and tasks, organizing materials, and observes mistakes by their need are ways to manage the learning process. Oversimplify, those ways emphasize higher-order thinking skills, which determine when and how to use certain strategies for learning language. For example, a learner reviewing language materials that they got and determine which important points should be pay attention to.

3) Compensatory Strategies

Guessing from the context by using the synonyms, using gesture and pause' words are learners' actions due to the lack of vocabulary. Those strategies help the learners to plan when they are in a limit situation, but they have to keep their language works. For example, when a learner in a conversation but he stuck with unfamiliar words, he tries to guess what's the meaning and responds with his gestures to describe the language.

4) Affective Strategies

Controlling students' emotions and motivation, relax and reward themselves for an achievement bring a powerful effect for learners. This strategy pointed on the psychological how emotions or feelings affected the learning ways. For example, a learner may reward themselves after the achievement they reach.

5) Social Strategies

It is defined by social approach to help language learners to cooperate with others towards acquiring the language as well as the culture. It can be through activities that engage learners to practice with social by asking questions for clarification and verification or work together. For example, a learner socialize by working with peers using target language to increase their language skills.

Factors Affect the Choice of Learning Strategies

Some previous researchers demonstrated some factors that influenced the choice of learning strategies by language learners. The resulting study of Nambiar (2009) reported that the learners' choice of learning strategies influenced by the environment. This result in line with Zare & Nooreen, (2011); Khamkhien, (2010); Rahimi et al. (2008); Chamot, (2004); Griffiths, (2003); Hong-Nam and Leavell, (2007); Green and Oxford, (1995); Ehrman and Oxford, (1989), elaborate more about it that, degree of awareness, age, sex, nationality, learning style, personality traits, motivation, learning context and language proficiency affected the choice of learning strategies. Not only that, Nambiar (2009) also came to the conclusion that learners' beliefs also related to the choice of a current strategy used by language learners.

Different from other researchers, Green & Oxford (1995); Khaldieh (2000); Wharton (2000) said that "Language proficiency affects strategy choice." In agreement with them, Ames & Archer, (1988); Lucas, Pulido, Miraflores, Ignacio, Tacay & Lao, (2010); Oxford & Burry-stock, (1995); Vandergrift, (2005) explained that the selection of language learning strategies are related with cognitive, affective, socio-cultural factors and proficiency's level.

English as Foreign Language (EFL)

English for Foreign Language is being part of Indonesia as declared by MoEC (2014) that Indonesian school teaches the Indonesian language as the national language, a local language based on the school region, and English as the foreign language in facing ASEAN. Definitely defining EFL could be seen from the role of

English in the daily life and growth of the individual. Due to this fact, EFL is determining for Chinese learner immigrants also. In this research, Chinese learners at SGS include EFL learners since they require English only at school in any matter and international books. Moreover, SGS is a national plus school which contains some immigrants from different countries. So it means there is a tendency to use English more as their tools in social life. In another words, we can say that English is the first official language in this school but not for outside.

EFL for Chinese Learner

English is a foreign language of Chinese immigrants after their mother tongue due to their mobility from one country to another. It is used as the general language to read target language books and communicate among any other kinds of nationality they meet. By learning English, they can acknowledge the attitude and world perception of that speech community (Broughton, 2006). English is their foreign language as it's only taught at school, but it doesn't impersonate their daily life. Broughton (2018) stated that it is ordinary situation among immigrant children who learn English in public, like school, and slightly use native language at home. This demand for an international situation to motivate them to learn English as an integrative purpose.

Surabaya Grammar School provides students with score grades for curriculum subjects as the measurement. Here is the scoring guideline:

1. A-A+ (81-100) is for students who have very good to excellent understanding of the subject.
2. B-B+ (66-80) is for students who have a good understanding of the subject.
3. C-C+ (51-65) is for the students with a basic, fair, and adequate understanding of the subject.
4. D (<50) is for students who have not met the requirements for the minimum grades.

11 Years Old Chinese Learners

Traditionally children determined as immature and less logical social beings. As stated by Christensen & Prout (2005) said that different from adults, childhood is in a developmental period who regarded as immature, irrational, and asocial, who are shaped through a social process. However, they also mentioned that childhood is also a social and cultural product that can be defined as active and competent persons (Christensen & Prout, p.48). Supported by the UN Convention on the Rights of the Child (UN 1989), some articles stated that children have the right to express their opinions freely. So it means that children possible to be interview as the subject of the research as they are able to respond to any question from researcher. They are free to explore what they have been done in learning English by applying learning strategies based on their experience. As mentioned by Topleitz & Winiewska (2007), there are some stages in developmental childhood based on psychological purposes to clarify information skills. They stated that the cognitive skill of children above 6 become more selective, systematic, and voluntary. They have stronger memory in events, elaborate their reason, and make a judgment based on their thinking and belief. In line with that, Yarrow (1960) found that children in 6 years old and more have cognitive and language capabilities to be interviewed. Russel (2007), cited in Oberman et al.(2014: 19-20), also stated that children in 6years old and more are able to imitate, participate, and make reason of justification. Supported by the other researcher, Lusco (1990) also found that more than six years old children' thinking becomes more logical and rational with how things work and operate.

Wherefore the debate about having interview research with children, Kellet & Ding (2004:166) said that children need guidance by a more competent adult to give information to the researcher since children often been assumed that they are not competent enough to give consent information. Gill (2008) et al. also said that since children considered to be immature, less vulnerable, consent, and confidentially, even they have cognitive, linguistics, and social skills, they still need to guide by an adult (teachers or parents) to make the data valid and reliable.

So, it is indicated that 11 years old Chinese learners in grade 6 who succeed in learning English are suitable to be interviewed in this research as they are able to give a reasonable explanation in responding researcher questions about how they work in learning the English language by applying learning strategies. However, the researcher will conduct the interview with them assisted by parents to make the data more reliable and valid. The researcher considers these criteria to be the representative participants for this research.

Previous Studies

A study conducted by Shen & Chiu (2011) found that the frequent writing error by 39 natives of Chinese students in undergraduate English courses in Taiwan. They found that writing production influenced by students' mother tongue. She suggested some implications in teaching and learning to avoid repetitive errors such as teachers should be aware of the differences between L1 and L2, drilling them in difficult part on English, held small group discussion, or peer-evaluation to increase their motivation in learning. This study limit at what affected the finding.

Zhang & Yin (2009) conducted a study about the pronunciation problem of English learners in China. They found some factors influencing Chinese students in producing English; learner's age, attitude, psychological factors, and learner's knowledge in phonetics and phonological factors. The researchers provided some solutions to solve this problem by having a presentation in order to show the differences between Chinese and English phonological systems, imitation, listening, speaking, and reading aloud to increase students' awareness.

Li & Yang (2011) studied the tendencies of the use of Topic-prominence by Chinese EFL. The participants are 90 Chinese students of English, which divided into three groups in different levels of age and proficiency. This study provides some preliminary evidence that the process of learning English influenced by L1-L2 Typological differences. It is found that TP exists, the level ZA appeared at a different level of proficiency, and it's showed the characteristics of SLA in TP to SP.

RESEARCH METHOD

Research Design

In this research, a qualitative approach is used to analyze the data, which is in the form of words, sentences, and paragraphs. This research focused on the case study to investigate an individual case intensively, which represents an entity to get a deep understanding. Yin (2003) and Sturman (1997) agreed that a case study design answers how and why questions of the individual, group, or phenomenon research related to the contextual conditions at once. Supported by Grinnel (1981, p.302) cited in that characterize the case study by flexible technique of data collection and analysis, such as deep interview, gathering data from observation, collecting information through the group.

According to the researcher's focus to explore how learning strategies used and why some certain strategies chosen by Chinese learners in learning EFL, this type of research design is suitable. Moreover, the researcher analyzes it related to any possible contextual situation, like school or home situation, through documenting and interview to get the data deeply.

Research Subject

This research conducts at Surabaya Grammar School (SGS), which counted as a *National Plus* School in Surabaya, where Chinese learners enrolled there. The school is selected as there are nine Chinese learners. Two of them selected based on certain criteria. Not only the successful Chinese Learners but also their English teachers and parents will follow to be interviewed separately to support gaining valid data in how the Chinese learners learn English by applying learning strategies.

Criteria

1. Chinese

To fulfill this research, learners with Chinese nationality are the main subject criteria. As the researcher mentioned at the beginning of the paper, the researcher needs to find out how successful Chinese applying learning strategies. Therefore, the learners must be original students who are moving from China to Indonesia, or we call

them immigrants. These kinds of learners used their L1 as their base to learn a new language, which helps the researcher to investigate how they learn EFL.

2. Progress Achievement

Positive research is chosen to be the criteria of this study since the researcher wants to dig deep into how successful Chinese learners used learning strategies in learning English. Therefore, Chinese learners with progress achievement seen from their report will be selected as the subject of this research. By identifying the increasing English score, the researcher will find out whether their English improves or not seen from their daily, unit test, or exam score in the report among the semesters. This report will help the researcher to qualified, successful Chinese learners in studying the English Language.

3. 11 Years Old Chinese Learners

As mentioned in chapter two, some theories stated that children six years old and more are competent to give consent information related to their experience, thinking, and belief. So, the researcher decided to choose two of 11 years old Chinese learners as the subjects of this research. The researcher expects that they can give deep information about how do they apply learning strategies in learning English since their cognitive skill is mature enough.

4. English Language Exposure

The amount of exposures becomes a great factor in learning a language. How far learners were exposed to learn the target language, better the language will learn. Kenworth (1987, p.6) points out that many people live in non-English speaking countries but use English in many areas of work or school. Magno et al. (2009) also said that exposure refers to the total amount of time, which someone in touch with a language, whether the language is passive or active with school members, family, read books, etc. Clark & Clarck (1977), cited in Sheela & Ravikumar (2016), stated that children would acquire language when they are exposed to it. When learners force to respond to their surroundings using the target language, it will force them also to find a way to solve it. It could be from imitating teachers & friends how to pronounce, the interaction between teachers & students using the target language in the classroom,

learn language by watching movies or songs and having a conversation with family. The researcher measures the English exposure used by two successful Chinese learners in this research according to how often they participate in class discussions and activities using English or communicating with school members. Not only that researcher also measures the English used by them at home, whether to communicate with parents or to have activities like playing or studying.

So in this research, researcher chose two successful Chinese learners in EFL that fulfil those four criteria. They are Chinese and 11 years old. They also have progress achievement and English language exposure that differ them from other 7 Chinese learners in Surabaya Grammar School (SGS).

Data Collection

Research Data and Data Source

The data of this research included: (1) The way of successful Chinese learners applying learning strategies; (2) Their reasons in applying learning strategies.

Research Technique and Instruments

In order to collect the data, some techniques were used such as interview and document analysis. The instruments which used observation and interview guides.

The researcher conducted semi-structured interview with the two Chinese learners assisted by parents, their parents, and teachers. Parents and teachers also interviewed separately with their children. By interviewing them, it was kind of confirming how the Chinese learners work with learning strategies in learning English.

Data Analysis

The researcher takes some steps to analyze the data.

1. Selecting successful Chinese learners by analyzing whose report is progressing within the semesters.
2. Selecting the data from the observation field notes related to learning strategies used by the two successful Chinese learners.

3. Transcribing the interview result with the two successful Chinese learners from the recording into text by identifying their answers that show learning strategies and their reasons for the chosen learning strategies.
4. Transcribing the interview result with English teachers and chosen Chinese learners' parents from recording into text about how the children applying learning strategies in learning English.
5. Defining Chinese learners' activity into the types of learning strategies.
6. Analyzing the reasons why the Chinese learners applied the learning strategies.
7. Analyzing the way Chinese learners apply learning strategies.
8. Drawing conclusions from the data that have been analyzed by taking into consideration of relevant theories and the fact in the field.

FINDING AND DISCUSSION

Research Findings

1. The Way of Successful Chinese Learners applying Learning Strategies

Cognitive Strategies

These strategies were useful for understanding and recalling new information. The result of data analysis showed that Chinese learners used the problem-solving steps by analyzing, memorizing, note-taking, outlining, or checking dictionary to find difficult words and verifying.

The data analysis result showed that both Chinese learners performed cognitive strategies in learning English. This strategy related to learners' consciousness in the mental process of understanding knowledge. It happened to both Chinese learners since they conscious of a knowledge in English that they feel have not mastered yet. Then, they concerned about an act or process of knowing by note-taking, highlighting, repetition, analyzing, and guessing meaning from the context, organizing new language, mind mapping, and by checking dictionary to find difficult words. The data were found at the statements of KS (12,16,18) and CM (16,18,22). Their statements were supported by their parents and teacher at CMP (4,6). KSP (8,13) and T (4,9).

Compensatory Strategies

These strategies used alternative methods to solve learners' difficulties in speaking English. Based on the research data, both Chinese learners perform this strategy when they lacked English vocabulary while having a conversation in their environment. They moved their body parts (gesture) to help their interlocutors understand when they were in a limit situation do not know how they want to say some currents words in English. In these strategies, learners also could guess from the context by using pictures or synonyms. The data were found at the statements of CM (10,18) and KS (14). Their statements were supported by CMP (6) & T (15).

Metacognitive Strategies

This method referred to the learners' understanding of the way they learn or and thinking. They able to plan their strategy to solve the problem in learning English, then evaluate the result of it and learn to be better from that. It proofed by KS's statement *"Usually, for answering reading comprehension questions, I just pick the same words from the questions and passage. It works! Even though the answers were not really in perfect language because my sentences were upside down, but at least I am trying to answer it. The teacher still gave me a score for that. He wrote the correct sentences for me also, so I can know what my mistakes are in constructing the sentence."* (KS-22)

Affective Strategies

This strategy aimed to help learners by managing their emotions and motivation in learning English and interact with others. Usually, it used to decrease the anxiety of learners in using language. The observation result showed that CM and KM not only inside but also outside the class they challenged themselves to perform. They believed it gave them positive effect in learning English. It was the way of her to learn how to control her emotions and motivation.

Social Strategies

This strategy allowed learners to involve in activities and work together with others. They learned how to communicate with others by interacting in English and develop cultural understanding. It could be through group work which let them to train

themselves spontaneously for interacting using their English skills. They also raised their hand for asking questions and clarification or responding teacher's question. The data were found on both Chinese learners at statements of KS (25-27).

2. The Reasons of Successful Chinese Learners Applying Learning Strategies

Based on the data observation result, it was found that all five types of learning strategies applied by Chinese learners in EFL. Each types explained below.

Cognitive Strategies

Based on the observation, it could be seen that KS checked her Oxford dictionary to help her to found the meaning of difficult words that she could not understand yet. KS highlighted the important sentences in her book. She always did it to help herself easier to remember the material's points. Highlighter was also effective for her to pay attention on the keywords that indicated the main idea. Another cognitive strategies could be seen on observation that both CM and KS had a habit of reading a storybook before they slept, drilling themselves of some difficult words and watching alphabet song. By applying this strategy regularly, unconsciously they learned about the spelling through memorizing. This strategies were applied based on their experienced in learning their L1 which demand them to memorize all aspect on it. Those ways were consciously chosen by the Chinese learners to rescue themselves from their difficulties. So they straighten away to the point or main idea of the knowledge to help them easier in learning or memorizing English knowledge.

Compensatory Strategies

Based on the observation result, Chinese learners used their gestures when they lacked vocabulary in speaking. It helped the speakers to describe their utterances. The applied the hand movement to emphasize some of the words. So it could prevent miss understanding between the speaker and interlocutor. Even one of them was in the middle of lacking vocabularies, the conversation still worked with the gesture.

Metacognitive Strategies

This strategy was used by students to understand the way they learn. This data showed that Chinese learners used metacognitive in solving reading comprehension. As the students became more aware of how they learned and solved the reading

comprehension problem, they would use this process to acquire new language efficiently and become an independent thinker.

Based on the observation, it could be seen that KS solved reading comprehension in her own way. Since she did not understand the text completely, she tried to match the words in questions with the text to solve the reading comprehension. It also helped her to construct the sentences in answering questions. Even it was not grammatically correct, but at least the teacher still could understand what it meant. She could learn from the revision was given by the teacher on how to answer with the correct sentences. She found this way works well for her.

Affective Strategies

In these strategies, Chinese Learners tried to create positive energy toward EFL by engaging in any class activity. It could help them to overcome the emotional difficulties of being un-confidence, afraid, or feel shame to use English. Both CM and KS said that by trained herself through joining competitions it could help her to reduce her anxiety. She felt more confidence than before. It gave her positive support for herself if she win the competition.

Social Strategies

Based on the result of observation, CM and KS bravely asked clarification to her teacher by raised her hand if there is something that she still does not understand yet or try to answer the teacher's question. She did it in order to confirm her understanding. By raised hand, it also showed that they paid attention and made learning effort in the class. Even maybe her answer was not always correct, but it showed that she had an interest in studying and involved in classroom activities.

Discussion

Based on the findings, there were two points to be discussed from learning strategies performed by both successful Chinese learners.

First, they were performing five learning strategies in learning EFL that are *Cognitive, Compensatory, Metacognitive, Affective, and Social Strategies*. The result of the finding showed that the dominant strategy was used by both successful Chinese learners is cognitive strategies. The main reason of it was this technic has been applied in their first language (Mandarin). Since both successful Chinese learners were unconfidence to directly participate or interact with other in limited English, this technic allowed them to work with their-self. They felt comfortable in this way. Moreover, they found that this strategy help them much in learning EFL. Then it was continued by other types of learning strategies.

Second, the way both successful Chinese learners applying the learning strategies was starting from memorizing, taking a note, repeating and imitating which they can work with their-self (cognitive & metacognitive strategies). Then, it developed to other strategies which interact with others like, participating in activities, discussing, and joining competition (compensatory, affective and social strategies). It showed that successful Chinese learners break out from their passiveness to be more active and cooperative as they realized work in this way helps them more in learning EFL than before. It happened as their characteristics from the previous language and culture that tend to be passive, silent learning, repetitive, and memorization. This finding appropriate by the previous researcher (McInerney, 2005; Watkins; Biggs, 2001 & Kennedy, 2002) that found Chinese learners characteristics are rote-learning, silent, passive, and repeating information or memorization.

Based on the two points, it can say that the subjects are successful in learning English as a foreign language by performing their learning strategies. The success of it can be seen from the scoring summary that attached in the appendix, which showed their progression within terms and semesters.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings in the previous chapter, it can be concluded that two successful Chinese learners in Surabaya Grammar School (SGS) performed all types of all learning strategies based on Oxford (1990); *Cognitive, Compensatory, Metacognitive, Affective, and Social Strategies*. *Cognitive* strategies being the dominant types that used by them, especially in memorizing since they have background of this technic in studying their first language. Besides that, being un-confidence also became the reason of the applied of this strategy. Then it was continued by other types of strategies which work by imitating, using gesture and do something positive to motivate them in gaining their confidence to use English. The confidentialness is changed by the time as they built their awareness of applying the learning strategies and supported by surroundings like teacher, parents, and friends.

Suggestions

Based on the research findings, it is needed to provide some points as useful suggestions. The suggestions are provided for the teacher & school, parents, and further researcher.

First, teacher and school is one complete package which has an important role in learning. It is suggested to aware more to the learners who are transferring from another country with non-EFL. This kind of learner needs to be observed and noticed more since they still affected by their own first language culture and how far their understanding of English. So, teachers and schools will know well how to trait them to learn EFL efficiently and effectively.

Second, parents are also suggested being more aware and active in supporting their children's learning. They can provide any exciting books, movies, songs, private teachers, etc. to build up learners' desire to learn English.

Third, for further researchers who have the same interest in this topic. It is suggested to gain more information on learning strategies performed by successful Chinese learners to get rich and more in-depth data since the number of Chinese immigrant increase in this country.

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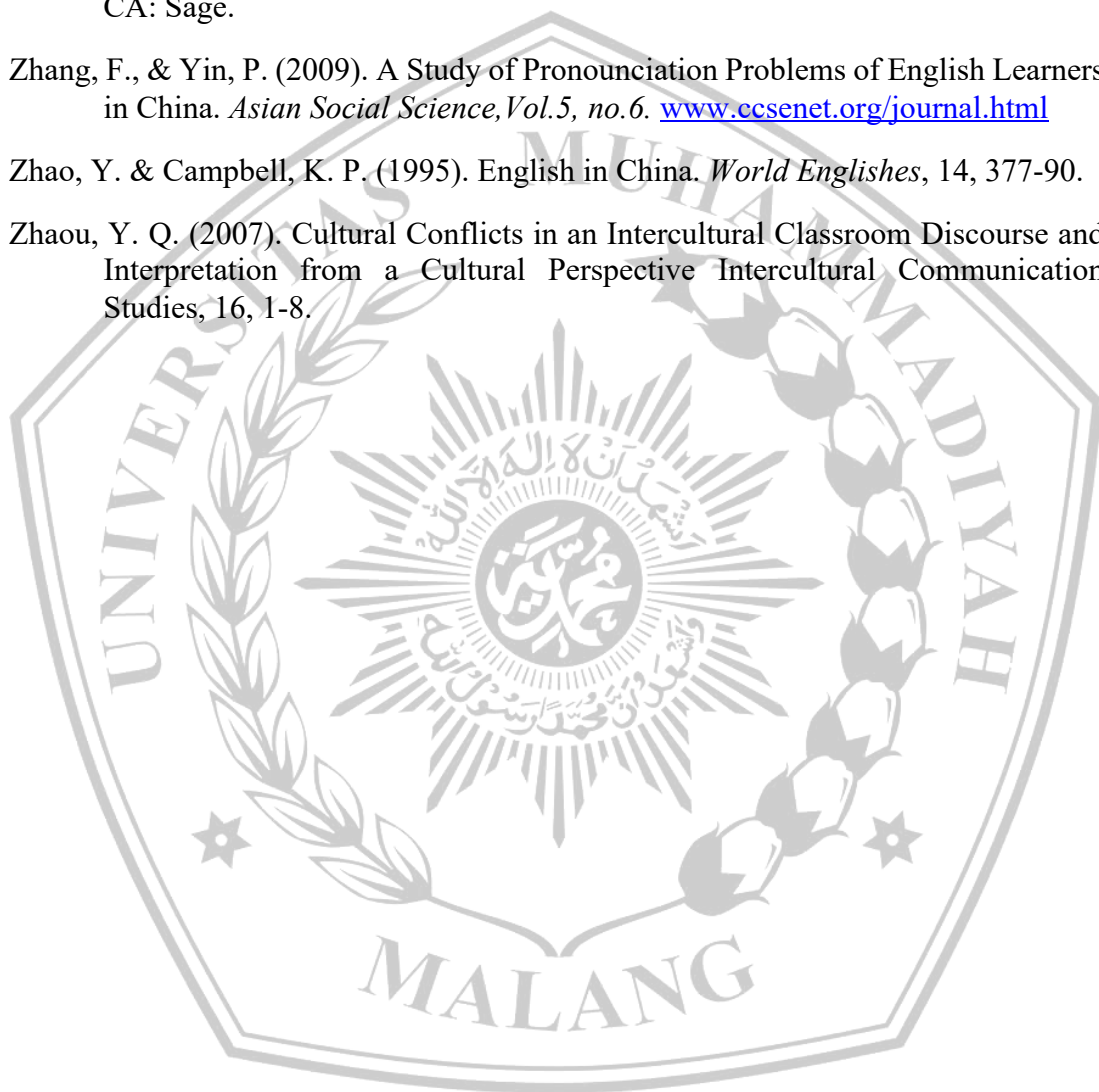
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INTERVIEW GUIDELINE FOR CHINESE LEARNERS

No	Research Problems	Research Questions
1.	What are the reasons for Chinese learners to choose learning strategies types?	<ol style="list-style-type: none"> 1. Do you think that English and Mandarin language is different? 2. Does study English difficult? 3. Which skills is the hardest for you (reading, listening, speaking, and writing)?
2.	How do Chinese learners apply the learning strategies?	<ol style="list-style-type: none"> 4. Do you have special ways in learning English? 5. Can you explain how do you use your special ways to learn English? 6. Do the ways help you much? 7. Which method/ways do you use often? 8. Do you enjoy your own way to learn English?

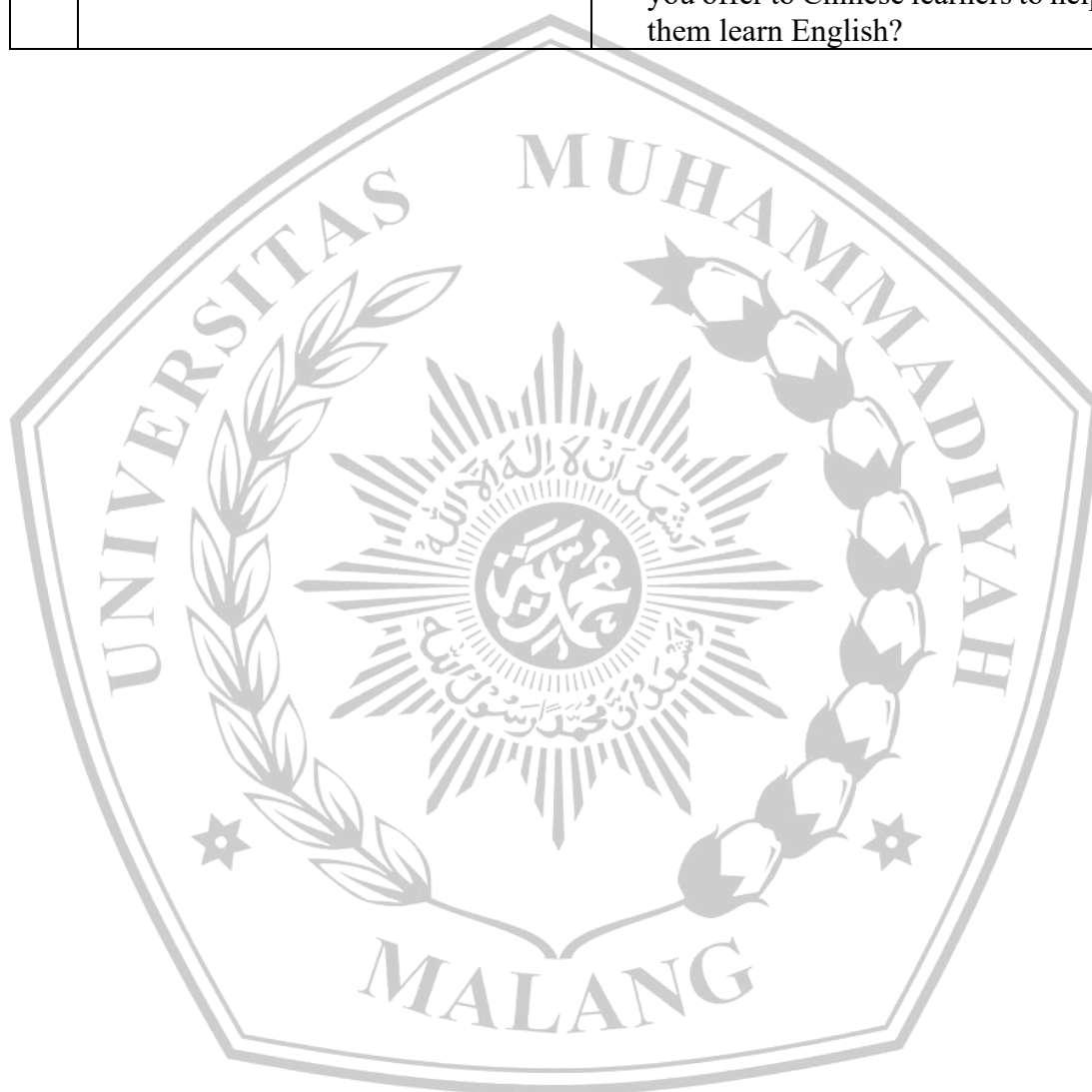
INTERVIEW GUIDELINE FOR PARENTS

No	Research Problems	Research Questions
1.	How do Chinese learners apply the learning strategies?	<ol style="list-style-type: none"> 1. Does she/he speak English at home? 2. Have you ever seen your child learn English used their own method? 3. What kind of media that you provide for your child to help them learn English? 4. Who help her/him to learn English at home?

INTERVIEW GUIDELINE FOR TEACHER

No	Research Problems	Research Questions
1.	How do Chinese learners apply the learning strategies?	<ol style="list-style-type: none"> 1. Does she/he always use English at school? 2. Does she/he active in participation or class discussion? 3. Does she/he have willingness to ask if they don't understand? 4. Have you ever seen the Chinese learners used their own method to help them learn English?

		<p>5. Are you always aware with any special methods used by Chinese learners effectively?</p> <p>6. Does she/he understand the instruction given and perform the task correctly?</p> <p>7. What kind of suggestion or tips do you offer to Chinese learners to help them learn English?</p>
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CM's Report Achievement

Class	P3				P4				P5				P6	
Term	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
Daily Assignments	73	78	80	82	83	85	90	90	90	92	95	96	96	98
Unit Test	76	80	80	81	85	90	90	90	91	94	96	97	98	98
Term Assessment	78	79	80	80	83	85	89	89	90	90	92	93	96	96

KS's Report Achievement

Class	P3				P4				P5				P6	
Term	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
Daily Assignments	78	80	82	83	89	90	90	90	90	92	94	95	98	99
Unit Test	70	77	77	81	74	88	89	89	93	96	98	98	98	98
Term Assessment	70	73	77	78	80	80	80	80	85	90	93	95	96	96

CM's Interview Transcript

R:	Do you think that learning English is difficult?	1
C:	I think so	2
R:	Which skills are the hardest for you (reading, listening, speaking, and writing)?	3
C:	At first, when I came to this school is listening, I think. Because it was hard for me to listen to what people around me talk about. I didn't understand it at all. It's confusing.	4
R:	How about reading?	5
C:	That's the second after listening. Read all the books written English also looks complicated for me. I read it very slowly since the way to pronounce in my mind is different from what the teacher pronounced. It makes me hard also in writing sentences.	6
R:	How about speaking?	7
C:	That's too hard. At first, I didn't know how to talk with my friend. I just quite was listening to them. But slowly I can understand them a little bit.	8
R:	How's your friends' way to talk to you?	9
C:	Sometimes we talk by using gestures. Like offering some snacks or by showing something to show what they or I want to say. I try to remember how the way they say something. I often ask them also how to speak for buying food in the canteen, for example.	10
R:	Do you think that English and Mandarin is different?	11
C:	Different Ms.	12
R:	What makes them different?	13
C:	The writing (spelling), sound. I made many mistakes in spelling. The words that I heard, it's not the way how I write. The way I write the sentence also upside down often. I work hard for that.	14
R:	Do you have special ways to help you learn English?	15
C:	For the spelling test, I write difficult words for many times until I can memorize it well. I watch like, and you know, ABCD songs for kids to help me remember the sound each of the letters as I got a hard problem in spelling. My sister and I have a habit of reading a book before going to bed. I learn many words from there. It makes me rich in vocabulary now. My mom said it could help us to read English properly.	16
R:	When you read the storybook, can you understand it well?	17
C:	At first, not really. Because I did not know the meaning of every word, so I just try to guess some words that I know and also from the context. The picture of the storybook also helps me to understand how the story is going. Slowly I can guess what the story is about. If we find words that we don't know, our parents will help to find out the meaning and also the pronunciation. You know Ms, the handphone dictionary have a sound for the pronunciation, right? But now I guess I am better at it.	18

R:	How about understanding the school's books?	19
C:	It same. School books also have the picture, especially for English and Science books. I can relate the sentences with the picture. I always bring an Oxford dictionary in my school bag.	20
R:	But Oxford still wrote in English, right?	21
C:	Yes, if I even don't understand, I ask my teacher. If at home I use my phone dictionary or search on the internet. I have a native private teacher also for two until three times a week. He can help me.	22
R:	Which method or ways (read books before going to bed, listening to ABCD song, write difficult words for many times, checking dictionary, imitating your friend in speaking) do you use often?	23
C:	All of them, I think. I still do that until now.	24
R:	Do you enjoy your way of learning English?	25
C:	Yes, because that helps me much in studying English.	26
R:	Are you confident enough to use English for your daily now?	27
C:	I think so. Maybe it because I train my feeling also. I join many competitions to reduce my anxiety. It makes me feel better Miss in using English. Now I feel more confident. The first time I came here, I felt shy, worry, and afraid to interact using my new language (English). I was not active in the class. But now everything is better. It gives me positive support for myself. Especially if I win the competition.	28

CM's Parent Interview Transcript

R:	Does she speak English at home?	1
CP:	Mixing, English, and Mandarin. Even though we know that we are not good at speaking English, but my husband and I try to use English with our children as habits.	2
R:	Have you ever seen your child learn English used their method?	3
CP:	Yes, sometimes, I found her like memorizing some words by saying or write it many times. Maybe she inspired by Mandarin. In Mandarin, students ask to write a Chinese character for more than ten times to make them remember. That's why she also does that for some words in English.	4
R:	What kind of media that you provide to help her learn English?	5
CP:	We go to the bookstore often. I asked her to choose any storybook that she wants. We have a habit before sleep; they have to read aloud some pages of the storybook. I expected by using this way will help her to learn English. Since she interested in reading, I am sure she will also learn about spelling, pronunciation, and how the story is going. She also spent some of her time to watch movies with and without English subtitles to train her listening and reading.	6

	<p>Not only that, Claudia joins the singing lesson. I asked her teacher to give her an English song. So when she sings, she also has to understand the lyrics to feel it.</p> <p>She joins many competitions also for poetry or singing. My purpose is to develop her confidence besides her capability using English.</p>	
	<p>The school culture between China and International school like here is very different. In China, students must be quite since the teacher enters the class, explaining until the teacher finish. No one can talk at all! It's different from International schools like here where the native teaches. Native teacher demands the students to be active. Event in the middle of lesson, students allowed to respond by only say yes they do understand or directly raised their hands to ask. At the first time, Claudia moved to this school, and she was shocked. She limited in understanding English, so she did not respond to the teacher at all. That's the class habit that she learned in China, also, right? She only listened to the teacher. But the teacher kept asking her why she kept quiet. The teacher demanded her to say something. She did not have any confidence in that.</p>	7
R:	So that's why you encourage her to follow any competition aims to develop her confidence?	8
CP:	Yes! I told her that she needs to adapt to her new environment. Different places, a different way to adapt. I expect by joining any competition, especially performance in front of many viewers, will help her to be more confident.	9
R:	Who helps Claudia to learn English at home?	10
CP:	Of course, we as her parents must be ready to accompany her in studying although we realized that we also limited on English. So sometimes, when she asked us about school work that she does not understand, we got help from online translation to solve it together. Then I start to think of finding a teacher for her. I got a native teacher from Australia to teach us (my husband, me, and three of my children) English at home.	11
	<p>We think that joining the lesson together with our children will encourage each of us to learn English better. It is so fun. My children do not feel bored if we have a lesson together. It also shows them that not only children who need to study but adults also. So they will not feel forced why they have to learn a lot. By having this lesson, I also think what my Children feel at school. Our native teacher at home always demands us to be active by responding to his explanation.</p>	12
R:	How does she talk with the people around her?	13
CP:	She tries her best! If she doesn't know how to say, usually she uses her body to show what she wants to convey. She has no problem with it.	14
R:	So, do you think all of the things are helpful for Claudia?	15

CP:	I think so. I see that she is much improves now. Not only in English scores but also in confidence for using it.	16
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KS's Interview Transcript

R:	Do you think that English is difficult?	1
K:	Yes	2
R:	Which skills are the hardest for you (reading, listening, speaking, and writing)?	3
K:	(1)Listening,(2) reading, (3)writing then (4)speaking	4
R:	Could you explain to me why those skills are difficult for you?	5
K:	I think it's because I used to live in China, speak Mandarin, and when I came here, it's kind of shock for me. I couldn't listen well to what people around me talk. I didn't know what I have to do. I also couldn't talk with my friends.	6
R:	But you got an English lesson in China?	7
K:	Yes, but I never use it	8
R:	How about reading? Is it difficult also?	9
K:	Yes, hard. All the books are written in English. I have no idea what do they mean.	10
R:	Then, what did you do to help yourself?	11
K:	<p>I found the smart way! I highlighted the important sentence in my book. It helps me to remember the points of the materials. So I just need to memorize how the point well to help me understand the lesson and answer the question.</p> <p>Every day I bring the dictionary also in my bag. I find out the meaning of difficult words there, then I write on my book.</p> <p>But now I like to read any storybook. I have a lot at home. It makes me better in understanding the reading, I think. I get so many ideas for writing my own story. Often reading books also makes me memorize the spelling.</p> <p>My mom suggested me to come to the teacher. She taught me how to tell the teacher if I still don't understand yet. Then I did it. I got help also from the Mandarin teacher at school to translate what I want to say to my English teacher. Sometimes my friends also help me. They came to ask me to join them to play or going to the canteen.</p>	12
R:	How your friend talk to you?	13
K:	I move my body to show what I want to say about or show them a picture. So they can understand me. My friends and teacher also do the same things to me. Because sometimes, I still do not know some words in English. Sometimes if we get stuck, my friends will try to find mandarin words to make me understand.	14
R:	Does it help you much?	15

K:	Yes. I often look at how my friends or teacher talk about something often. I imitate them. Sometimes I asked my friends how to say something in English properly if it is too confusing for me. Like for asking the teacher or buy something.	16
R:	Do you have special ways of learning English?	17
K:	I like to take notes. I write the meaning of difficult words in my book. I copy notes from the board given by my teacher. So next time, when I need to study for a test or something, I can memorize how to write the sentence to answer the question.	18
R:	Is it difficult for you to write sentences?	19
K:	Yes, my writing always upside down. Sometimes I understand what the questions mean, but it's hard for me to write the answer in English.	20
R:	If you cannot remember how to answer, what do you do?	21
K:	Usually, for answering reading comprehension questions, I just pick the same words from the questions and passage. It works! Even though the answers were not really in perfect language because my sentences were upside down, but at least I am trying to answer it. The teacher still gave me a score for that. He wrote the correct sentences for me also, so I can know what my mistakes are in constructing the sentence. For the listening section, I used to make many errors because I did not understand. But now I am better at it.	22
R:	How about writing a story? The students must write a composition in every exam.	23
K:	I train myself by making a spider web to start my composition. I write all my ideas there and creating in order. So it will help me easier to part my composition, starting from the beginning, middle, and ending.	24
R:	Does it mean that you have any special methods for listening?	25
K:	Maybe because now I listen to the English language every day. Everybody talks in English at school, watching movies, doing listening in the class. When somebody talks with me in English, I listen to it correctly and sometimes ask them to repeat it. I am trying to understand it slowly. I also repeat their questions to make sure of what I listened to. So from that, I can answer them even maybe not in a good way of speaking.	26
R:	Are you confident enough to use English for your daily now?	27
K:	Yes. I am not afraid to use it. I often raise my hand in class to ask the teacher if I don't understand the lesson. I like to raise my hand to answer the teacher's question or coming forward to read paragraphs for the whole class. It is ok right, Ms if I make mistakes? At least I am trying. The teacher also will help me to correct it. I also brave enough to have a presentation in front of the class Miss. Although sometimes it makes me think about how to make	28

	my friends understand my explanation, I enjoy it. My mom said it is excellent! I have to be confident to help myself.	
R:	From all of the effort/method that you said, is there any special one that do you use often?	29
K:	No, I think. Until now, I am still doing the same things.	30
R:	Do you enjoy your way to learn English?	31
K:	Yes, I always enjoy it.	32

KS's Parent Interview Transcript

R:	Does Katherine speak English at home?	1
KP:	Both Mandarin and English. I am not good at English. Just understand a bit. But my husband is better than me, although not the professional one also.	2
R:	So, who helps her to study English at home?	3
KP:	Both of us. We always try to accompany her in studying.	4
R:	Don't you find any private teacher for her?	5
KP:	No, we don't. We try as best as we can to help her with studying. I got so much help to understand her English book from the internet or online translation. If we really cannot do it, we suggested her to ask her teacher at school.	6
R:	Have you ever seen Katherine learn English used her method?	7
KP:	I know that she likes to talk to herself while playing or looking at the mirror. I guess she imitates the conversation from the cartoon movie that she watched. Then, she also likes to read storybooks while checking the meaning of using online translation. For spelling and dictation test, she always writes the difficult words for many times to make her memorize it well.	8
R:	It means the movie, storybooks, and online translation being her media to learn English?	9
KP:	Yes, I think so.	10
R:	Does she confidence in using English?	11
KP:	Yes, she is a kind of confident person. She has a big willingness to ask everything that she curious with. Sometimes she told me that her friends were angry with her because she kept asking the teacher about the things that she didn't understand yet, whereas all of her friends could understand it easily. But it doesn't stop her. She told me that what's wrong by keep asking the teacher when she doesn't understand yet.	12
	I found that she has a good relationship with her classmates also. The teacher told me. I see it from weekly photo that the teacher always sends to the parents. She doesn't hesitate to mingle with her friend, although at first, she couldn't understand what the gang was talking about. But she is curious about that. She keeps following them. I think this thing also helps her much to understand English	13

	conversation. She imitates her friends on how to say something in English. I can see her English improvement in this almost three years of school here. Maybe her confidence also built since she was young by joining some competitions. It's not English competition but like music performance, art or something that makes her used to be confident.	
	Teacher reported to me also that my daughter kind of active students. She always raises her hand to ask something or come forward, try to do the task. Although she is not still correct, she braves enough for it. So, it's not hard for her to learn from her mistakes to understand the lesson.	14

Teacher's Interview Transcript

R:	Do Claudia and Katherine always use English at school?	1
T:	Yes, they try. Even they don't speak properly, but they keep trying to use English.	2
R:	Do they active in participation or class discussion?	3
T:	Yes, they are. I can see her willingness to be part of the class. Even only answering questions or giving her opinion. She braves to raise her hand.	4
	Claudia, at first, seems so un-confidence. She remained to be quiet. But now, she changes herself. I can see her confidence raised. That's good!	5
R:	Do they have willingness to ask if they don't understand?	6
T:	Yes, they often come to me to ask something. I appreciate that.	7
R:	Have you ever seen both Claudia and Katherine used their methods to help them learn English?	8
T:	Several times I found them writing some difficult words for more than ten times. I guess it is their way to memorize the spelling. They take note of my explanation, sometimes ask their friend. I think highlighting the important point in their book also one of their ways.	9
R:	Are you always aware of any special methods used by Chinese learners effectively?	10
T:	You know I have 25 students in my class. It is not easy for me to be intense with one or two of them only. But sometimes I found them doing their way like what I said before. But I realize something about Claudia and Katherine. Since reading comprehension is hard for them, they tend to find the same words in the paragraph to guide them write the answer to it. Even though their sentences are not proper, but I know it is not false. It means that actually, they know what the paragraph means but hard for	11

	them to jot down their ideas in terms of sentences since they lack some English vocabulary.	
R:	Do they understand the instruction given and perform the task correctly?	12
T:	They always try to recheck by asking her friends or I her understanding of the given instruction correct or not. I am happy to see them this way. It shows that they aware of themselves. Overall, they always want to know about all the things around them.	13
R:	How about their speaking?	14
T:	The first time they came to this school, they tend to be passive. It just quite looks like observing their surroundings. Day by day, I see them change their self. They started to play with other students, talked even only a bit. But I think that's a good progression for them. I saw Claudia and Katherine always try to build good communication with the people around her. They still move their body while they are speaking. Not only them but also others look to enjoy it. So I think their speaking works by the gesture. Soon, both of them are brave for coming forward to having a presentation in class. I think this is also their way of gaining their confidence and works with their social to train themselves in using English.	15
R:	What kind of suggestions or tips do you offer to Chinese learners to help them learn English?	16
T:	I always remind all of my students, not only the Chinese, to be active and aware of themselves. If they feel they do not understand yet, I suggest them to ask the teacher. If they don't have confidence enough to ask in class, they can come to the teacher freely. I also remind my students to help each other. Because in that way, I expect them to feel supported by one another. It will gain students confidence. Everybody will feel comfortable in learning.	17